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ABSTRACT

This slide presentation outlines one state's (Utah) version of implementation of a model for literacy learning under the Reading Excellence Act (REA). According to the presentation, the model is called "The Utah Reads K-3 Literacy Model." The presentation is divided into the following sections: Utah's Vision: What We've Learned So Far; One District's Vision: What We've Learned So Far; One School's Vision: What We've Learned So Far; and Conclusions (i.e., the REA is a long-term commitment for schools; there are many misconceptions about reading instruction that must be dealt with; and developing a shared vision takes time). (NKA)



Implementing the Reading Excellence Act

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Overview

- Utah's Vision

 - What We've Learned So Far

- One District's Vision

 - What We've Learned So Far

- One School's Vision

 - What We've Learned So Far

- Conclusions

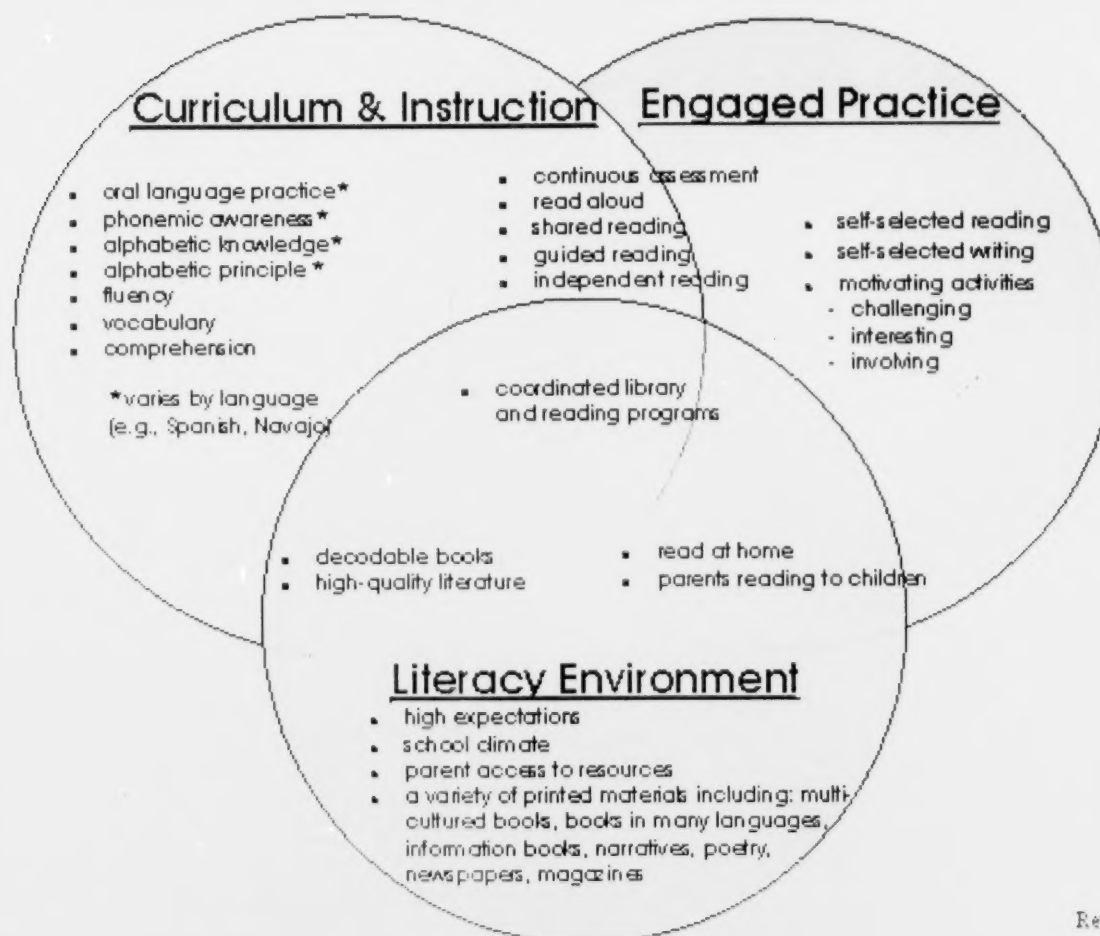


Utah's Vision

- The Utah Reads K-3 Literacy Model



Utah Reads K-3 Literacy Model



Revised 9-8

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Perspective on Reform by USOE

- Reform focused at the building level.
- Pivotal point for reform
 - Teacher expertise
 - Professional development



Professional Development Plan

- Intensive professional development over the year
 - 100 hours of instructional time for teachers
- Ongoing professional development
 - Continuity, not series of one-shot workshops
- Staff developer in every building
 - Support for teachers in their classrooms



Professional Development

- Professional development for the staff developers

Many do not know current research in reading for at-risk students.

Two days per month of inservice work

- Reading research implications for at-risk readers
- Developing and practicing exemplary lessons
- Source of support for staff developers



What We've Learned So Far

- Lack of understanding of “professional development.”
- Lack of knowledge about recent reading research.
- Decision-making collaboration difficult.
- Some view the REA as money to implement their agenda.
- “Don’t assume that just because a district wrote a good proposal, they have the capacity to implement it.”



One District's Vision

- To run a successful REA grant, districts must recognize that:
 - teacher skill and knowledge is the high priority (e.g. more than class size).
 - belief systems must change.
 - schools must reach out to the community, home and family.
 - administrators must understand and support project.
 - separate departments must come together to form a seamless system.



What We've Learned So Far

- Everyone must see the vision.
- Take small steps, take time.
- Assume nothing.
- Recognize that you are changing a whole mindset.
- “A poor program in the hands of a good teacher produces better results than a good program in the hands of a poor teacher.”



One School's Vision

- To run a successful REA grant, schools must:

- break down traditional barriers to communication.

- scaffold instruction for teachers.

- develop a single school-wide vision.

- help staff let go.



What We've Learned So Far

- Patience is a virtue.
- Without understanding, the REA grant looks like an unlimited pot of money.
- “Never beat yourself up for doing the best you could with what you had to work with, and what you knew. It’s only shameful if you don’t improve once you know better.”

Oprah Winfrey



Conclusions

- The REA is a long-term commitment with schools.
- There are many misconceptions about reading instruction that must be dealt with.
- Developing a shared vision takes time.